Guide for Accredited Private School Education Planning and Results Reporting

Requirements for three-year education plans for 2007/08 – 2009/10 and annual education results reports for November 2007

April 2007

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Guide to Accredited Private School Education Planning and Results Reporting, 2007-2010©

This document provides the requirements for:

- Private school authority three-year education plans for 2007-2010. These plans cover the 2007/08, 2008/09 and 2009/10 school years and are due on June 22, 2007.
- Private school authority annual education results report for the 2006/07 school year, based on the three-year education plans for 2006-2009. Reports are due November 30, 2007

This document is also available online at http://www.education.gov.ab.ca/publications/

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Key information

Please Note — Page

- The due date for accredited private school three-year education plans for 2007-2010 has been extended to June 22, 2007. — 2-2
- Notify the Provincial Coordinator by e-mail that the three-year education plan has been posted (by June 22, 2007) and that the AERR has been posted (by November 30, 2007) on the private school authority's website.

Improved information for accredited private schools from Alberta Education

Starting in May 2007, the performance measures calculated and provided by Alberta Education will include: — 1-3 to 1-5

- an evaluation of results that:
  - assesses private school authority achievement against fixed provincial standards and assesses private school authority improvement over time
  - is consistent and fair
  - takes school authority size into account in assessing improvement
  - private school authorities can use to identify areas needing improvement and to focus their efforts
- a three-year average result, which helps smooth out the variability from year-to-year when the result is based on a small number of students, which is the case for many private schools.

The Guide contains a brief description of each measure that is calculated by Alberta Education and provided to private schools. — Appendix B pages 13-14

Section

1

Background

Section 16(2) of the Government Accountability Act requires organizations under the jurisdiction of government ministries to prepare business plans and annual reports for each fiscal year "in the form and at a time acceptable to the Minister." Section 78 of the *School Act* requires school authorities to use accountability information and report it to students, parents and the public in a manner the minister prescribes.

This guide has been prepared to assist Alberta's accredited private school authorities in preparing, updating and reporting on their three-year education plans.

Plans and reports for the accredited private schools align with and build on Alberta Education's vision, mission, goals and outcomes for the basic education system. In this way, they help ensure that the entire learning system is focused on key priorities that meet the educational needs of Alberta students. At the same time, private school plans and reports incorporate local goals, priorities and outcomes that reflect the unique characteristics and circumstances of their communities. In short, they reflect local needs and priorities within the context of a province-wide framework.

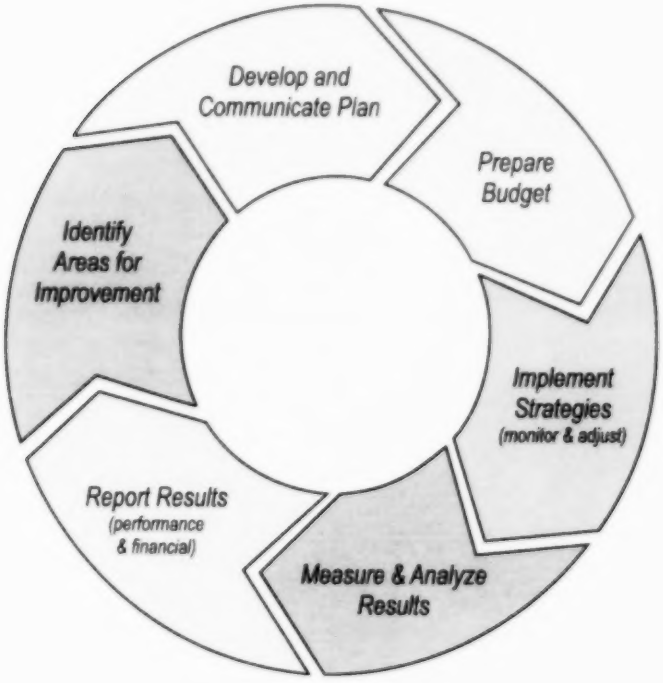
Accountability Framework for the K-12 Education System

Accountability in the basic education system involves an ongoing performance management cycle that enables continuous improvement and critical reflection. Key components are measuring progress and using results to inform decision making. For private schools, the cycle consists of:

- developing plans that include provincial goals and outcomes and incorporate community input;
- preparing budgets that allocate resources to achieve goals and improve results;

- implementing strategies to improve student learning;
- monitoring and adjusting as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement for the next plan, i.e., evidence-based decision making; and
- communicating with stakeholders (staff, students, parents or guardians, school councils (if applicable), the public, Alberta Education staff and the Minister) about private school plans and results.

Performance Management Cycle for School Authority Accountability


Develop and Communicate Plan
Prepare Budget
Implement Strategies (monitor & adjust)
Measure & Analyze Results
Report Results (performance & financial)
Identify Areas for Improvement

- implementing strategies to improve student learning,
- monitoring and adjusting as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement for the next plan, i.e., evidence-based decision making; and
- communicating with stakeholders (staff, students, parents or guardians, school councils (if applicable), the public, Alberta Education staff and the Minister) about private school plans and results.

Performance Management Cycle for School Authority Accountability

Evaluation Methodology

Alberta Education has developed a new method to assess private school authority results on the performance measures calculated by the Department and provided to private schools. The evaluation of the measures provides a consistent and transparent framework for interpreting results and helps private schools identify areas needing improvement. The methodology is applied to the following required measures:

- drop out rate
- high school completion rate
- provincial achievement tests
- diploma examinations
- diploma exam participation rate
- Rutherford Scholarship eligibility
- Post-secondary transition rate.

Each of these required measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations.

The **achievement** evaluation compares the current private school result against fixed standards for each measure, which are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all school jurisdiction baseline three-year average results. These standards are held constant for seven to ten years. The comparison of the current result to the standards results in one of the following achievement levels:

- Very high (blue) for results at or above the 95th percentile
- High (green) for results between the 75th and 95th percentiles
- Intermediate (yellow) for results between the 25th and 75th percentiles
- Low (orange) for results between the 5th and 25th percentiles
- Very low (red) for results below the 5th percentile.

Note: The Achievement Evaluation Table in the Measure Evaluation Reference section of the private school's Accountability Pillar Overall Summary report provided in May 2007 contains the range of values for each standard for each measure.

The **improvement** evaluation compares the current private school result with the prior three-year average private school result for each measure, using a statistical test to determine the extent of change. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

The evaluations of improvement and achievement are combined for the **overall** evaluation for the measure, resulting in one of the following overall evaluations for the measure:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The measures are organized into the following categories:

- Student learning opportunities
- Student learning achievement (Grades K-9)
- Student learning achievement (Grades 10-12)
- Preparation for lifelong learning.

Similarly, the overall evaluations for each measure within a category are combined to arrive at an evaluation for the category. This results in one of the following category evaluations for categories with a full set of evaluated measures:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

Example of measure and category evaluations:

Category	Measure	Evaluations			
		Achievement	Improvement	Overall	Category
Student Learning Achievement (Grades 10 – 12)	Diploma: Acceptable	High	Maintained	Good	Acceptable
	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	High	Improved	Good	

Results and Evaluations for Private Schools

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the student achievement and student outcome measures and categories to school authorities twice a year. In early May 2007 private school authorities will receive evaluated results for the first time. The early May reports are provided for use in preparing the three-year plan. An update is provided in early October, when the new year of achievement test and diploma exam results are available.

The **improvement** evaluation compares the current private school result with the prior three-year average private school result for each measure, using a statistical test to determine the extent of change. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

The evaluations of improvement and achievement are combined for the **overall** evaluation for the measure, resulting in one of the following overall evaluations for the measure:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The measures are organized into the following categories:

- Student learning opportunities
- Student learning achievement (Grades K-9)
- Student learning achievement (Grades 10-12)
- Preparation for lifelong learning.

Similarly, the overall evaluations for each measure within a category are combined to arrive at an evaluation for the category. This results in one of the following category evaluations for categories with a full set of evaluated measures:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

Example of measure and category evaluations:

Category	Measure	Evaluations			
		Achievement	Improvement	Overall	Category
Student Learning Achievement (Grades 10 – 12)	Diploma: Acceptable	High	Maintained	Good	Acceptable
	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	High	Improved	Good	

Results and Evaluations for Private Schools

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the student achievement and student outcome measures and categories to school authorities twice a year. In early May 2007 private school authorities will receive evaluated results for the first time. The early May reports are provided for use in preparing the three-year plan. An update is provided in early October, when the new year of achievement test and diploma exam results are available.

Section

2

Education Plans for Private Schools

An Overview of the Process

Preparing Education Plans

The education plans prepared by private schools encompass a three-year cycle, updated each year and aligned with Alberta Education's three-year plan. As one year is completed, another is added. At the same time, strategies and priorities are adjusted in response to the past year's performance results and changes in the operating environment. This approach allows private schools to be responsive to students and community needs while focusing on continuous improvement and maintaining continuity from year to year.

The ultimate authority for a private school's three-year education plan rests with the private board. The private board provides overall direction for the education plan. In consultation with parents, staff and other stakeholders in their community, the private school administration develops a planning process that meets the private school's needs and is responsible for preparing the content of the plan for approval by the private board.

Updating Education Plans

Private schools update their three-year education plans each year, taking the following considerations into account:

- prior years' results and targets for the previous three-year education plan
- input from stakeholders such as school councils, students, parents and the school community
- available resources
- Alberta Education's annual three-year business plan and performance results
- feedback from Alberta Education.

Although entirely new plans are prepared infrequently, components such as strategies and targets are updated each year, and components such as the vision, mission and beliefs (foundation statements) should be revisited and refreshed every few years. Such reviews are particularly appropriate when a private board prepares for private renewal.

Communicating Education Plans

Three-year education plans are public documents. Private schools are required to post their plans on their websites, including subsequent amendments or updates. They are also required to use a variety of methods to communicate their plans and their achievements to the broader community. Appropriate tools may include newspaper inserts, brochures, and community meetings.

Education Plan Due Date

Three-year education plans for private schools are **due by May 31** of each year (extended to June 22, 2007 for the 2007-10 plan). Private schools post their updated three-year plans on their websites by the due date and notify Alberta Education by sending an e-mail to the Provincial Coordinator. The e-mail message should advise that the plan has been posted to the private school's website and provide the web link to the plan. If plans are revised after submission, private schools advise the Provincial Coordinator by e-mail of the changes and that the revised plan has been posted.

Reviewing Education Plans

Private school authority three-year plans are reviewed by education managers as part of the Annual Operating Plan (AOP) approval process and during regularly scheduled on-site monitoring. Reviews focus on alignment with provincial requirements and commitment to improvement, specifically evidence that prior years' results have been taken into account and the plan includes actions (strategies) to improve performance where there are shortfalls.

The Components and Requirements of Education Plans 2007-2010

[Components are required unless identified as optional. Components are defined in Appendix D, pages 15-19. An **optional** format is provided in Appendix A and posted as a Word document on the Ministry's website that private schools can use in preparing their three-year plans.]

Education plans for 2007/08 – 2009/10 include the following components:

- A **message** from the board chair (optional).
- An **accountability statement**, worded as follows:
  The Education Plan for (private school) the three years commencing September 1, (year) was prepared under the direction of the Private Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Private Board is committed to achieving the results laid out in this plan.
- Information on how the plan was or will be communicated to parents and the public. Also include a link to the plan posted on the private school's website.
- **Foundation statements** (i.e., vision and mission – required and using the same wording approved by the Minister; principles and beliefs – optional) that articulate the private school's values and purpose. These are consistent with the corresponding statements in Alberta Education's business plan.
  - **vision:** describes a possible and desired future state that the private school strives to achieve; it focuses on student achievement and programs or services that maximize student learning
  - **mission:** provides a clear, concise description of the private school's purpose and role
  - **principles and beliefs:** provide statements of the principles and beliefs that guide the private school's decision-making.
- A **profile of the private school** (optional). Profiles include information about the private school, such as:
  - characteristics of the community and students
  - education programs
  - sites (size, location and other details)
  - planning environment, including emerging trends and issues that affect operations.

❒ **Provincial goals, related outcomes, performance measures and targets, as follows:**

- required goals, outcomes and performance measures (see list on page 2-5).

For each required outcome, include:

- required measures (see list on page 2-5), including the most recent (current) result.
- most recent provincial result for provincial achievement tests and diploma exams.

  Note: The data for these measures needed for the private school plan are provided to private schools on the Extranet in early May 2007. These reports will be updated for the AERR in October. To retain the May data, private schools can download the reports onto their network or desktop computers. Alberta Education does not provide results for survey measures as the private schools do not participate in the department's surveys of teachers, parents and students.

- targets for each year of the plan for provincial achievement test results (acceptable and excellence) and equated diploma exam results (acceptable and excellence) for which there is more than one year of results, as follows:
  - a target for the first year of the plan when there are two years of results
  - targets for two years when there are three years of results
  - targets for all three years of the plan when there are four or more years of results.

  Note:
  - While useful, especially for required measures for which there is multi-year data, targets are not required except for achievement tests and diploma exams, as follows:
    - Cohort results on Grades 3, 6 and 9 provincial achievement tests for excellence and acceptable
    - Diploma exams for excellence and acceptable for:
      - Social Studies 30 and 33 for 2007/08 and 2008/09
      - Pure Math 30, Chemistry 30, Physics 30 for 2007/08.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for private school three-year education plans for 2007/08 to 2009/10.

Categories	
Safe and Caring Schools **Student Learning Opportunities**	**Goal One: High Quality Learning Opportunities for All** **Outcome: Schools provide a safe and caring environment for students.** • Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. **Outcome: The education system meets the needs of all K-12 students, society and the economy.** • Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. • Percentages of teachers, parents and students satisfied with the overall quality of basic education. • Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community . – *clarified wording*. **Outcome: Children at risk have their needs addressed through effective programs and supports.** • Annual dropout rate of students aged 14 to 18 *(high school programs)*. • Percentages of teachers, parents and students who agree that programs for children at risk are easy to access and timely (required for K-9 private schools and optional for high school programs) – *clarified wording* **Outcome: Students complete programs.** • Percentages of students who completed high school within three years of entering Grade 10 *(high school programs)*.
Student Learning Achievement, K-9 **Student Learning Achievement, 10-12** **Preparation for Life Long Learning, Employment, and Citizenship**	**Goal Two: Excellence in Student Learning Outcomes** **Outcome: Students demonstrate high standards.** • Percentages of students who achieve the acceptable standard, and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results). • Percentages of students who achieve the acceptable standard and percentages who achieve the standard of excellence on diploma examinations *(high school programs)*. • Percentages of students who have written four or more diploma exams by the end of their third year of high school *(for high school programs)*. – *clarified wording* • Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria *(high school programs)*. **Outcome: Students are well prepared for lifelong learning.** • High school to post-secondary transition rate within four years of entering Grade 10 *(high school programs)*. • Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning *(required for K-9 private schools and optional for high school programs)*. **Outcome: Students are well prepared for employment.** • Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. **Outcome: Students model the characteristics of active citizenship.** • Percentages of teachers, parents and students who agree that students model the characteristics of active citizenship.
Involvement **Continuous Improvement**	**Goal Three: Highly Responsive and Responsible Jurisdiction** **Outcome: The private school demonstrates effective working relationships with partners and stakeholders.** • Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education. **Outcome: The jurisdiction demonstrates leadership and continuous improvement.** • Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. – *clarified wording*

Notes:
- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- Results for survey measures are derived from private school surveys.
- Results for the other measures are provided by Alberta Education.

For each required outcome (continued), include:

- Local strategies (at least one strategy for each outcome in the plan) that:
  - address learning needs of all students
  - address learning needs of specific populations such as home education students, students with special needs
  - focus on achievement of outcomes
  - focus on improvement of results that are below expectations.

❒ **Budget Highlights.** This section presents highlights from the private board's budget for the first year of the three-year plan in a way that is easily understood, transparent and meaningful to the public. Budget highlights must provide key financial information about the upcoming school year, focusing on anticipated material changes from the current year.
This section may refer to budgeted changes in enrolment, certificated and un-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses. This section must include:

- guiding principles the private board uses in financial planning
- charts/tables that summarize information from the private school authority's budget
- information on how to access the private school authority's Budget Report Form.

❒ **Highlights of Facility and Capital Plans** (optional).
This section, if included, presents information of interest to parents and the school community on capital projects such as:

- a brief description of major school renewal or leasing projects planned over the next three years (if applicable) and their benefit to students.
- a web link to more detailed information on the private school's facility and capital plans.

Note: An optional format is provided in Appendix A that includes all the required elements of the private school's three-year plan.

Results Report

An Overview of the Process

Preparing Results Reports

Each year, private schools measure their performance and report on their progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR). The performance measure results are a primary source of information for assessing and reporting on performance, and for determining where improvements are needed.

The annual results report informs stakeholders where the private school is in relation to where it wants to be in achieving its goals and outcomes. It demonstrates that the private school authority is accountable for results and for the wise use of resources to provide quality programs for students and to address areas for improvement. AERRs provide private schools with the opportunity to summarize their accomplishments, in addition to reporting on performance.

In preparing their results reports, private schools compile, assess and report information that pertains to the identical performance measures contained in their three-year education plans. This information comes from:

- Alberta Education (which provides results for measures calculated from Ministry data on the Extranet):
  - results from provincial achievement tests and diploma examinations
  - diploma examination participation rates
  - high school completion rates, dropout rates, high school to post-secondary transition rates and Rutherford Scholarship eligibility rates.

- local sources including private school surveys[1] used to collect information for the required survey measures.

Reporting-Related Communications

Annual education results reports (AERRs) are public documents. Private schools are required to post these reports on their websites. They are also encouraged to use tools such as newspaper inserts, brochures, and community meetings to make the information more broadly accessible.

Information that is summarized for public distribution must include results for all performance measures reported in the private school's AERR.

A private school's annual education results report must identify how the report was or will be communicated to the public.

Results Report Due Date

The private school's annual education results report is **due by November 30** of each year, for the previous school year. Private schools post their results reports by the due date and notify Alberta Education by sending an e-mail to the Provincial Coordinator. The e-mail message should advise that the report has been posted to the private school's website and provide a web link to the AERR.

Reviewing Annual Education Results Reports

Alberta Education will review the previous year's AERR as part of the AOP process each year and during regular onsite monitoring. Alberta Education staff review private school's annual education results reports to:

- enhance the department's understanding of private school results;
- determine whether the implications of results for the next update of the private school plan have been considered, e.g. how shortfalls in performance will be addressed;
- monitor compliance with provincial requirements;

[1] To support school authorities in their local efforts to survey stakeholders, Alberta Education prepared a useful handbook, *How to Conduct Satisfaction Surveys: A Practical Guide to Conducting Surveys within Alberta's Education System*. The handbook can be downloaded from the department's Website: <http://www.education.gov.ab.ca/educationsystem/Satisfaction>.

- ensure consistency with the related education plan;
- identify ways Alberta Education can support private school results reporting and improvement efforts; and
- identify implications for the department's planning and priorities.

The Components of Annual Education Results Report for 2006/07 (due November 30, 2007)

The November 2007 Annual Education Results Report includes the components listed below (revisions since the June 2006 Guide are highlighted).

- ❒ A **message** from the board chair (optional).
- ❒ An accountability statement, worded as follows:

  The annual education results report for **(name of private school)** the **(year)** school year was prepared under the direction of the Private Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Private Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

- ❒ Information on how the report was or will be communicated to parents and the school community.
- ❒ Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including provincially funded initiatives and programs (e.g., AISI, SHIP, ECS) as appropriate, as well as performance highlights (results of all required measures).

- ❒ Report the private school's **performance measure results** from the private school's education plans for 2006/07 – 2008/09 in relation to the provincial and school goals, outcomes and targets for 2006/07 in the three-year plan (see page 2-5 for the list of required measures). Specifically, for each required measure, report:
  - five most recent years of private school and comparable provincial results as available (see note below about survey results),
  - 2006/07 result in relation to the private school target for that year (if applicable),
  - comment on results, such as contextual information, factors affecting performance and analysis of results required,
  - for provincial achievement tests and diploma examinations, five years of acceptable and excellence results for each grade and subject, as well as the overall results (all subjects and grades combined),
  - for high school completion rates, five years of three, four and five-year rates, for high school programs,
  - for post-secondary transition rates, five years of four and six-year rates, for high school programs.

  Note:
  - Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
  - For provincial achievement tests, private school authorities have the option to report results for writers as well as the required cohort results.
  - Report comparable provincial results and targets for provincial achievement tests, diploma exams, dropout, high school completion, diploma exam participation, Rutherford scholarship and post-secondary transition rates. The provincial survey results are not comparable to the private school survey results and should not be reported.
  - for measures that do not have five years of results, report the available results.

- ❒ Identify **future challenges**, including areas for improvement and how the private school will address these.

- ❒ **Summary of Financial Results**
  - provide key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves;

- include program expenditure information in a table or graph format for the primary audience – parents and other members of the community;
- indicate how the reader can access additional information, including the Audited Financial Statement for 2006/07.

❒ **Highlights of Capital and Facilities Projects** (optional)

- highlight, for parents and the public, progress on major school facilities projects, for the previous school year, as applicable, focusing on benefits to students, e.g., improved accommodation of students, enhanced learning opportunities *[which students, programs]*.

❒ **Publication:** Private schools must post their AERR for 2006/07 on the website by November 30, 2007 and notify the Provincial Coordinator.

Appendix

Sample Format for Private School Plans

The list below and format that starts on the next page contains the requirements for private school education plans for 2007/08 – 2009/10. Private schools may wish to use this information, as well as the list of required measures from page 2-5, as a checklist to ensure their plan contains all the required components, even if a format of their own design is used. All elements are required, unless otherwise identified.

Message from Board Chair (optional)

Accountability Statement

The **(private school's name)** education plan for the three years commencing September 1, **(year)** was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans and Alberta Education's business plan. The board is committed to achieving the results laid out in this education plan.

Foundation Statements (optional)

- ☐ *Vision*
- ☐ *Mission*
- ☐ *Principles*

Private School Profile (optional)

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment for students.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.				

Strategies
☐ *Include at least one strategy for each outcome.*

Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.				
• Teacher, parent and student satisfaction with the overall quality of basic education.				
• Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.				

Strategies
☐ *Include at least one strategy for each outcome.*

Outcome: Children at risk have their needs addressed through effective programs and supports.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• Annual dropout rate of students aged 14 to 18*.				
• Percentages of teachers, parents and students who agree that programs for children at risk are easy to access and timely.				

Strategies

☐ *Include at least one strategy for each outcome.*

Outcome: Students complete programs.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• High school completion rate of students within three years of entering Grade 10.*				

Strategies

☐ *Include at least one strategy for each outcome.*

* May 2007 data from Alberta Education.

Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards.

Performance Measure			Last Actual 2005/06 A | E*	Target 2007/08 A | E*	Target 2008/09 A | E*	Target 2009/10 A | E*
			(Acceptable and Excellence results below are percentages)			
Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentages who achieved the standard of excellence on provincial achievement tests.**	**GRADE 3**					
	English Language Arts	Priv. School				
		Province	81.3 | 14.1			
	Mathematics	Priv. School				
		Province	82.0 | 26.9			
	GRADE 6					
	English Language Arts	Priv. School				
		Province	79.0 | 15.9			
	French Language Arts	Priv. School				
		Province	87.5 | 11.2			
	Français	Priv. School				
		Province	94.5 | 19.7			
	Mathematics	Priv. School				
		Province	75.2 | 15.6			
	Science	Priv. School				
		Province	78.1 | 27.7			
	Social Studies	Priv. School				
		Province	78.6 | 22.9			
	GRADE 9					
	English Language Arts	Priv. School				
		Province	77.4 | 13.5			
	French Language Arts	Priv. School				
		Province	83.3 | 10.9			
	Français	Priv. School				
		Province	86.1 | 14.7			
	Mathematics	Priv. School				
		Province	67.4 | 17.4			
	Science	Priv. School				
		Province	67.4 | 13.3			
	Social Studies	Priv. School				
		Province	72.5 | 18.9			

Strategies

☐ *Include at least one strategy for each outcome.*

* A = Acceptable; E = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
** May 2007 data from Alberta Education.

Students demonstrate high standards. (continued)

Performance Measure			Last Actual 2005/06 A | E*	Target 2007/08 A | E*	Target 2007/08 A | E*	Target 2009/10 A | E*
			(Acceptable and Excellence results below are percentages)			
Percentage of students who achieved the acceptable standard and the percentage who achieved the standard of excellence on diploma examinations.	English Language Arts 30-1	Priv. School		n/a	TBD	TBD
		Province	88.0 | 19.3			
	English Language Arts 30-2	Priv. School		n/a	TBD	TBD
		Province	86.1 | 8.1			
	Social Studies 30	Priv. School				TBD
		Province	85.5 | 23.9			
	Social Studies 33	Priv. School				TBD
		Province	83.5 | 19.0			
	French Language Arts 30	Priv. School		n/a	n/a	n/a
		Province	95.0 | 21.8			
	Français 30	Priv. School		n/a	n/a	n/a
		Province	94.8 | 28.1			
	Pure Math 30	Priv. School			TBD	TBD
		Province	82.8 | 26.5			
	Applied Math 30	Priv. School		n/a	TBD	TBD
		Province	77.5 | 11.8			
	Biology 30	Priv. School		n/a	TBD	TBD
		Province	81.4 | 26.4			
	Chemistry 30	Priv. School			TBD	TBD
		Province	88.4 | 37.1			
	Physics 30	Priv. School			TBD	TBD
		Province	84.4 | 30.0			
	Science 30	Priv. School		n/a	n/a	n/a
		Province	82.8 | 17.3			

Strategies

☐ *Include at least one strategy for each outcome.*

* A = Acceptable; E = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
** May 2007 data from Alberta Education.

n/a = Directly comparable results are not available, so a target cannot be set.
TBD = Target will be set in future years when more years of directly comparable results are available.

Students demonstrate high standards. (continued)

Performance Measures	**Current Result**	**Targets** (optional)		
		2007/ 2008	**2008/ 2009**	**2009/ 2010**
• Percentages of students who have written four or more diploma exams by the end of their third year of high school.*				
• Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.*				
Strategies ☐ *Include at least one strategy for each outcome.*				

The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome: Students are well prepared for lifelong learning.

Performance Measures	**Current Result**	**Targets** (optional)		
		2007/ 2008	**2008/ 2009**	**2009/ 2010**
• High school to post-secondary transition rate within four years of entering Grade 10.*				
• **Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning.**				
Strategies ☐ *Include at least one strategy for each outcome.*				

* May 2007 data from Alberta Education.

Outcome: Students are well prepared for employment.

Performance Measures	Current Result	Targets (optional) 2007/ 2008	2008/ 2009	2009/ 2010
• Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.				

Strategies

☐ *Include at least one strategy for each outcome.*

Outcome: Students model the characteristics of active citizenship.

Performance Measures	Current Result	Targets (optional) 2007/ 2008	2008/ 2009	2009/ 2010
• Teacher, parent and student agreement that students model the characteristics of active citizenship.				

Strategies

☐ *Include at least one strategy for each outcome.*

Goal Three: Highly Responsive and Responsible Jurisdiction
Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• Teacher and parent satisfaction with parental involvement in decisions about their child's education.				

Strategies
☐ *Include at least one strategy for each outcome.*

Outcome: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Current Result	Targets (optional) 2007/2008	2008/2009	2009/2010
• Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.				
• Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.				

Strategies
☐ *Include at least one strategy for each outcome.*

Budget Highlights

- ☐ *Key financial information about the upcoming school year, focusing on anticipated major changes from the current year*
- ☐ *Guiding principles used in financial planning*
- ☐ *Charts/tables to summarize information*
- ☐ *Information on how to access additional information, including the Budget Report form*

Highlights of Facility and Capital Plans (optional)

- ☐ *Brief description of major school construction or renewal and benefits for students*
- ☐ *How to access more information*

Appendix

Definitions for Performance Measures Calculated and Provided by Alberta Education

Outcomes	*Definitions for Required Performance Measures*
Children at Risk have their needs addressed through effective programs and supports	**Drop Out Rate:** Annual dropout rate of students aged 14 to 18. **Definition:** Alberta students aged 14-18 are tracked for one year to determine how many have left the education system without completing. Students are considered to have dropped out if they are not enrolled in the following year or have not met the high school completion criteria, i.e., have not, within the tracking period: received a high school diploma, IOP Certificate, high school equivalency (GED), earned credit in five Grade 12 courses (including four diploma exam courses), or enrolled in a K-12 school in Alberta, an Alberta post-secondary institution or registered in an Alberta apprenticeship program. **Children at Risk:** Percentage of teachers, parents and students who agree that programs for children at risk are easy to access and timely. **Definition:** Teachers, parents and students are asked whether: – teachers at your/your child's school are available to help – students at your school/your child/you can easily get help with school work – students at your school/your child/you can get help with problems not related to school work.
Students complete programs	**High School Completion Rate (3 yr):** Percentages of students who completed high school within three years of entering Grade 10. **Definition:** Alberta Grade 10 students are tracked for three years to determine if they have completed high school. Student are considered to have completed high school if they have, within the tracking period, – received an Alberta high school diploma, an IOP Certificate, high school equivalency (GED), – entered a post-secondary level program at an Alberta post-secondary institution – registered in an Alberta apprenticeship program, or – earned credit in five Grade 12 level courses, including four diploma examination courses.
Students Demonstrate High Standards	**PAT: Acceptable:** Percentages of students who achieve the acceptable standard on Grades 3, 6 and 9 Provincial Achievement Tests. **PAT: Excellence:** Percentages of students who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests. **Definition:** A student achieving the acceptable standard shows an adequate understanding of the core knowledge and adequate basic skills essential core academic subjects: language arts, mathematics (for Grades 3, 6 and 9) and science and social studies (for Grades 6 and 9). A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course demonstrating an ability to integrate information and evaluate it from various points of view. Results are calculated as the percentage of all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling) who have met the acceptable standard and the percentage who have met the standard of excellence. The overall result is the weighted average of the result for each test.

Appendix B-Definitions for Performance Measures Calculated and Provided by Alberta Education

Outcomes	Definitions for Required Performance Measures
	Diploma: Acceptable: Percentages of students who achieve the acceptable standard on diploma examinations. **Diploma: Excellence:** Percentages of students who achieve the standard of excellence on diploma examinations. **Definition:** Diploma examination results are based on the numbers of students writing each exam who achieve the standards. Achieving the acceptable standard (i.e., a mark of 50%) indicates that the student has met the basic requirements of the course. Achieving the standard of excellence (i.e., a mark of 80%) indicates that the student has performed significantly beyond the minimum requirements of the course. The overall diploma exam result is the weighted average of the result for each exam. **Diploma Exam Participation Rate (4+ Exams):** Percentages of students who have written four or more diploma exams by the end of their third year in high school. **Definition:** The diploma exam participation rate is calculated by tracking Grade 10 students for three school years to determine the percentage of students who have written four or more diploma exams within the tracking period. **Rutherford Scholarship Eligibility Rate:** Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. **Definition:** Rutherford Scholarship eligibility is calculated by determining the percentage of Alberta Grade 12 students who have marks of 80% or higher in any of the eligible Grades 10, 11 or 12 courses.
Students are well prepared for lifelong learning	**Transition Rate (4 yr):** Percentages of students who have enrolled in a post-secondary program within four years of entering Grade 10. **Definition:** The high school to post-secondary transition rate is calculated by tracking Alberta Grade 10 students for four years to determine if they have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within the tracking period. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Notes:

1. For measures that track students for one or more years, an attrition estimate, i.e., the number of students in the same age group who have left the province or are deceased, is factored into the calculation.
3. For measures based on the Grade 10 cohort, students are attributed to the school authority where they earned the most credits.

Setting Targets for Performance Measures

Targets are relevant for performance measures at all levels of Alberta's learning system, including private school authority and provincial levels of performance. The information provided below relates specifically to private school target setting.

Definition

A target is a desired level of performance to be attained by a specified time. Targets are a commitment to improvement.

Purpose

Targets support continuous improvement and are used to assess and report achievement in relation to the desired level of performance. Targets indicate the extent of improvement the organization is striving to achieve by a point in time (e.g., by a certain year), and provide a focus for efforts to achieve improvement, including resource allocation, staffing and strategy development and implementation.

Schools authorities assess their performance against targets they have set.

Principles

1. Targets for performance measures are a valuable part of planning, assessment and reporting.
2. Targets should be meaningful, achievable and challenging.
3. Targets should benefit students and help improve student learning.
4. Target setting should be an interactive process that takes a variety of qualitative and quantitative information into account. Provincial targets for measures provide a frame of reference for each school authority to use in setting targets. Likewise, school authority targets reflect the school auhtority's context and results, as well as provincial results and targets.

5. Targets should be communicated to parents and the school community so that Albertans are part of the system-wide efforts to improve education for students.

Guidelines for Setting Targets

1. Consider a wide variety of information in setting targets: past performance, including trends over time on the measure under consideration as well as related measures (e.g., using prior years' Grade 3 achievement test results to set Grade 6 achievement test results), student or community characteristics, resources, both financial and human, that can be applied to achieve improvement, etc.
2. Targets need to be expressed quantitatively in relation to a whole (e.g., percentages, ratios).
3. Target setting should be consistent with data collection methods. Data reliability and variability should be considered in target setting.
4. Involve stakeholders in setting targets at each level. Parent groups and staff should have input in setting school-level targets.
5. When setting targets, prioritize to focus on areas needing improvement, and ensure organizational capacity and resources are in place, including budget, staff and concrete actions of benefit to student learning that will be taken to improve results and achieve the targets.
6. Set targets in relation to other targets, (i.e., measures that impact each other). For example, performance on achievement tests in Grade 3 has implications for performance in Grade 6 three years later.
7. Visual displays, such as trend-line graphs and projections, aid in illustrating results and in setting targets. Trend lines based on at least five years of historical data or rolling three-year averages smooth out year-to-year variability (particularly evident in smaller private schools), shift the focus from smaller, year-to-year changes to providing information about the longer term direction of the data, including estimates of future results.
8. Professional judgment that takes the local context into account, as well as local and provincial results, is needed for setting targets. In other words, trend data, graphs and projections are an aid to target setting – they do not in themselves determine the targets.

Glossary of Planning and Accountability Terms

Accountability: An obligation to answer for assigned responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: An issue is a condition that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A mission statement is a clear, concise description of a school jurisdiction's overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students.

Outcomes: Outcomes are measurable statements of what school authorities and schools seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable school authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school authority or school that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school authorities and schools take to achieve goals and desired outcomes that meet the needs of all

their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Evaluation Methodology

(in logical, rather than alphabetical order)

Category: The measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools (survey measures only),
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement (survey measures only), and
- Continuous improvement (survey measures only).

Evaluation Methodology: The evaluation methodology has been developed which assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The Achievement evaluation is based on comparing the current jurisdiction or private school result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low, Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each measure

are calculated from baseline data (based on the distribution of results for all school jurisdictions at a fixed point in time). The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under "Achievement Evaluation").

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each measure are established by averaging each jurisdiction's or private school's results across the three years to create a three-year average for the jurisdiction or private school. The three years that form the baseline for calculating standards differ among measure types, depending on data availability:

- For student achievement measures (i.e., Provincial Achievement tests and Diploma Exams), the baseline three-year average uses data from school years 2001/02, 2002/03, and 2003/04.
- For the student outcome measures (dropout, diploma exam participation, high school completion, post-secondary transition and Rutherford Scholarship eligibility rates), the baseline three-year average uses data from the 2000/01, 2001/02 and 2002/03 school years.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the private school's current result against the private school's previous three-year average using chi-square. (Chi square is a statistical test to determine the probability that there is no significant difference between an observed outcome and the expected outcome. In the case of the improvement evaluation, the chi square test is used to determine the probability that there is no significant difference between a private school's current result on a measure and its prior three-year average for that measure.) The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined, Declined Significantly.

Overall Measure Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall measure evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation. The overall measure evaluation is reported on a five point scale: Excellent, Good, Acceptable, Issue, Concern.

Category Evaluation: For each category of measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following numbers to the overall evaluation for each measure: Excellent:

2; Good: 1; Acceptable: 0; Issue: -1, and Concern: -2. These values are averaged and rounded to the nearest whole number. This result is then compared with the above list of assigned numerical values for each of the five evaluation ratings to determine the evaluation for the category.

Improvement/Decline: Improvement or decline for a measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- an **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- a **significant improvement or decline** (at the 5% level of confidence, or nineteen times out of twenty) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Target: Targets related to achievement standards are set for each year of the plan when the evaluation of results for a measure is "Issue" or "Concern". These targets:

- have a higher numerical value each year than current result (except for dropout rates, where a lower result shows improvement)
- show reasonable progress toward or move into the next higher achievement standard over the three years.
- Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be "Maintained," and could be "Improved" or "Improved Significantly."

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